Not quite eye to A.I.: student and teacher perspectives on the use of generative artificial intelligence in the writing process

Abstract

Generative artificial intelligence (GenAI) can be used to author academic texts at a similar level to what humans are capable of, causing concern about its misuse in education. Addressing the role of GenAI in teaching and learning has become an urgent task. This study reports the results of a survey comparing educators' (n = 68) and university students' (n = 158) perceptions on the appropriate use of GenAI in the writing process. The survey included representations of user prompts and output from ChatGPT, a GenAI chatbot, for each of six tasks of the writing process (brainstorming, outlining, writing, revising, feedback, and evaluating). Survey respondents were asked to differentiate between various uses of GenAI for these tasks, which were divided between student and teacher use. Results indicate minor disagreement between students and teachers on acceptable use of GenAI tools in the writing process, as well as classroom and institutional-level lack of preparedness for GenAI. These results imply the need for explicit guidelines and teacher professional development on the use of GenAI in educational contexts. This study can contribute to evidence-based guidelines on the integration of GenAI in teaching and learning.